



## **THE SALTERNS ACADEMY TRUST: TRAFALGAR SCHOOL**

### **ACCESSIBILITY POLICY**



|                          |  |              |     |              |              |
|--------------------------|--|--------------|-----|--------------|--------------|
| Date Reviewed:           | January 2026   | Reviewed by: | GPE | Next review: | January 2029 |
| Ratified at Governors:   | January 2026   |              |     |              |              |
| Summary of changes made: | No changes to policy.<br>Accessibility plan updated 2025-2028 and included as appendix.<br>CSE – policy rewritten January 2026 |              |     |              |              |

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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- o Increase the extent to which pupils with disabilities can participate in the curriculum
- o Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- o Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Trafalgar School embraces an inclusive ethos: every student has equitable access to education, participation and belonging. The school's inclusion approach - used within its established provision for cognition and language, communication and interaction, and emotional support - forms the foundation for accessibility work across all areas of school life. Inclusion is a core value at Trafalgar School. Our school is committed to the equitable treatment of all individuals and will continually work towards access to the physical environment, to the curriculum and to information to ensure access for all.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents/carers, staff, and governors of the school.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes

sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### **3. Monitoring arrangements**

This document will be formally reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing board, the Head of School, and the Assistant Headteacher for Inclusion.

It will be approved by the governing board and the Executive Headteacher.

### **4. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- o Risk assessment policy
- o Health and safety policy
- o Equality information and objectives (public sector equality duty) statement for publication
- o Special educational needs (SEN) information report
- o SEND policy
- o Supporting pupils with medical conditions policy

## 5. Trafalgar School Accessibility Plan (2025–2028)

Trafalgar School ensures that we continue to improve access to the physical environment, the curriculum, and all aspects of school life for students with disabilities, in line with DfE guidance and statutory duties under the Equality Act 2010.

Trafalgar School embraces an inclusive ethos: every student has equitable access to education, participation and belonging. The school's inclusion approach - used within its established provision for cognition and language, communication and interaction, and emotional support - forms the foundation for accessibility work across all areas of school life.

This Accessibility Plan sets out how the school will, over time:

1. Increase access to the curriculum for disabled pupils
2. Improve the physical environment of the school to increase access
3. Improve access to information for disabled pupils and parents

### Short Term Priorities

| Target   | Action / Strategy  | Responsibility       | Timeframe | Success Criteria   |
|--|--|----------------------|-----------|--|
| Improve safety of the site for students with visual impairment                     | Maintain and review high-contrast markings on steps, ramps, doors and hazards. Ensure signage meets accessibility standards.                                 | Site Manager / SLT   | Ongoing   | Clear, well-maintained markings visible across the site; feedback from students confirms improved navigation |
| Improve safety of the external environment for students with physical disabilities | Regular monitoring and maintenance of pathways, ramps and entrances. Adjustments made following advice from Portsmouth LA SEND team and specialist advisors. | Site Manager / SENCO | Ongoing   | All key routes are wheelchair accessible and free from hazards   |
| Improve staff knowledge and understanding of SEND                                  | SENCO to maintain up-to-date SEND register, provision map and student passports. Annual whole-staff training and targeted updates for specific needs.        | SENCO / SLT          | Ongoing   | SEND documentation is current; staff demonstrate confidence in supporting needs                              |
| Ensure staff have clear, user-friendly access to SEND information                  | Training for all staff on accessing and using SEND data effectively. Monitoring through lesson observations and learning walks.                              | SENCO / SLT          | Ongoing   | Staff use SEND information to adapt teaching; evidence seen in lessons                                       |
| Ensure compliance with Equality Act 2010   | Governing Body (LGB) formally ratifies and annually reviews the Accessibility Plan and related policies.   | LGB                  | Ongoing   | Accessibility Plan is ratified, published, and reviewed annually   |

|   |  |                        |         |   |
|---|--|------------------------|---------|---|
| Strengthen transition for students with SEND  | Maintain structured transition plans, enhanced communication with parents/carers, and liaison with primary schools and services.   | SENCO / Pastoral Team  | Ongoing | Positive feedback from students and parents; smooth transition evidenced  |
| Ensure full curriculum access for all students including extracurricular activities, trips and school events. | SENCO to coordinate targeted interventions and monitor impact. Teachers plan inclusive, ambitious lessons using reasonable adjustments.<br>Inclusive participation in all aspects of school life review regularly through leadership meetings. | SENCO / Teaching Staff | Ongoing | Lessons judged good or better; progress of vulnerable groups meets or exceeds expectations<br>Equitable participation in all aspects of school life |

### Medium Term Priorities

| Target   | Action / Strategy   | Responsibility       | Timeframe | Success Criteria  |
|--|---|----------------------|-----------|---|
| Strengthen specialist input                      | Continue to engage specialist teachers, SEND advisors, health professionals and LA services. Share and implement recommendations.     | SENCO / SLT          | Ongoing   | Specialist advice informs practice; measurable improvements in access and outcomes        |
| Increase student voice in accessibility planning | School Council and SEND student groups consulted annually on site, curriculum and information accessibility.                          | SLT / School Council | Annually  | Student feedback informs accessibility planning and is reported to Governors              |
| Improve accessibility of information             | Ensure key information is available in accessible formats (e.g. large print, digital formats). Review website accessibility annually. | SLT / Admin Team     | Annually  | Compliance with accessibility standards; positive user feedback from parents and students |

### Long Term Priorities

| Target                                       | Action / Strategy   | Responsibility  | Timeframe   | Success Criteria   |
|--|---|-----------------|-------------|--|
| Maintain high-quality physical accessibility | Commission specialist access audits following major building or refurbishment works. Ensure recommendations are prioritised in site planning. | SLT / Governors | As required | Access audit completed; recommendations implemented where reasonable           |
| Embed inclusive practice across the school   | Accessibility principles embedded into curriculum planning, CPD, estates planning and school improvement priorities.                          | SLT / Governors | Ongoing     | Accessibility considered routinely in decision-making and improvement planning |